Abbeville County School District Technology Plan 2010-2013 Created: Fall, 2009 Rev.1 (03/05/2010) Matt Kimsey 400 Greenville Street Abbeville, SC 29620 Ph. 864-366-5427 Fx. 864-366-8531 mkimsey@acsd.k12.sc.us http://www.acsd.k12.sc.us Dr. Ivan Randolph, Superintendent Matt Kimsey, Director of Technology

Section I Table of Contents

1	Table of Contents
II	District Profile
III	Executive Summary
IV	Needs Assessment
V	Mission Statement
VI	Plans for Five Technology Dimensions
VII	Budget
VIII	Appendixes

Section II. District Profile

Abbeville County is a rural county in the upstate of South Carolina containing several small towns with the city of Abbeville at the County Seat. As of the 45th day of the 2009-10 school year, 3,255 students were being served by two high schools, one middle school, four elementary schools, one primary school, a career center, and alternative school. There are currently 76 students in the district classified as ESL and the graduation rate for the 2008-09 school year was 79%, with a rate of 76.2% for Abbeville High and 84.7% for Dixie High. On the October, 2009 lunch report, 66% of all students were classified at free and/or reduced lunch status. The district E-rate discount was calculated to be 81% based the percentage of students receiving free and reduced lunches during the month of October as detailed below.

SCHOOL	FREE	RED	F/R	PAID	TOT	% F/R
AHS	309	59	368	201	569	65%
DXHS	163	50	213	181	394	54%
CTES	231	44	275	167	442	62%
DHES	141	54	195	114	309	63%
JCCE	163	25	188	24	212	89%
LCPS	292	38	330	134	464	71%
WWES	259	44	303	135	438	69%
WRMS	231	42	273	154	427	64%
District	1789	356	2145	1110	3255	66%

Site Name	Abbreviation	BEDS Code
Abbeville County School District	ACSD	0160000
Abbeville High	AHS	0160001
Abbeville County Career Center	ACCC	0160995
Cherokee Trail Elementary	CTES	0160018
Diamond Hill Elementary	DHES	0160019
Dixie High	DXHS	0160003
John C. Calhoun Elementary	JCCE	0160007
Long Cane Primary	LCPS	0160020
Wright Middle	WRMS	0160016
Westwood Elementary	WWES	0160017

Abbeville County School District Palmetto Assessment of State Standards 2009 Percent of students achieving scores of Met or Exemplary

Writing	State	District	CTES	DHES	JCCE	WWE	WRMS	DXHS
Grade	% Pass	% Pass	% Pass	% Pass	% Pass	%Pass	% Pass	% Pass
3	68.9	76.5	80.6	58.1	85.2	77.1		
4	70.1	76.5	81.5	67.9	84.1	73.9		
5	73.2	79.6	80.0	79.1	78.8	79.9		
6	70.3	71.7	77.4	51.2			75.8	
7	70.1	79.7	82.0	74.3			80.3	
8	68.2	71.7					70.5	73.8

ELA	State	District	CTES	DHES	JCCE	WWE	WRMS	DXHS
Grade	% Pass	% Pass	% Pass	% Pass	% Pass	%Pass	% Pass	% Pass
3	78.0	86.6	81.7	85.7	100	86.2		
4	75.6	84.3	84.0	89.7	88.1	81.9		
5	80.0	87.3	87.7	86.0	86.1	87.9		
6	71.7	75.9	80.8	63.4			77.9	
7	68.7	83.3	81.6	76.5			85.4	
8	67.5	72.1					73.9	68.7

Math	State	District	CTES	DHES	JCCE	WWE	WRMS	DXHS
Grade	% Pass	% Pass	% Pass	% Pass	% Pass	%Pass	% Pass	% Pass
3	67.1	84.1	87.1	87.5	86.2	81.3		
4	76.8	86.3	86.5	86.2	88.6	85.5		
5	73.5	85.1	80.7	83.7	86.1	87.1		
6	70.3	79.5	86.5	61.0			82.4	
7	69.4	81.9	81.6	85.3			81.3	
8	62.7	71.7					77.7	60.2

Science	State	District	CTES	DHES	JCCE	WWE	WRMS	DXHS
Grade	% Pass	% Pass	% Pass	% Pass	% Pass	%Pass	% Pass	% Pass
3	61.6	70.5	65.6	75.0	86.7	68.2		
4	68.7	78.6	88.5	86.2	70.5	75.9		
5	68.3	75.6	69.0	81.8	77.8	75.8		
6	64.0	76.8	84.6	75.0			74.2	
7	71.1	84.6	89.8	67.6			86.8	
8	62.3	68.6					65.0	75.6

SS	State	District	CTES	DHES	JCCE	WWE	WRMS	DXHS
Grade	% Pass	% Pass	% Pass	% Pass	% Pass	%Pass	% Pass	% Pass
3	74.4	82.5	80.0	87.5	92.9	80.3		
4	79.8	85.5	94.2	86.2	65.9	88.3		
5	70.0	67.9	65.5	74.4	77.8	65.2		
6	79.6	83.0	84.6	61.9			89.2	
7	60.2	72.7	61.2	64.7			78.5	
8	69.6	78.3					77.9	79.1

Section III. Executive Summary

The purpose of this document is to provide specific guidelines for the planning, implementation, and maintenance of technology systems and services in the Abbeville County School District. It seeks to provide a method for monitoring and evaluating the effectiveness of technology related efforts in support of instruction. This technology plan is divided into five technology dimensions as described in the South Carolina State Technology Plan 2009-13, "Digital Resources Enabling Achievement" (issued Jan. 2009). The Abbeville County School District plan addresses these dimensions in the context of specific technology needs identified in Abbeville County Schools. The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Goal: Abbeville County School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of eighth grade and to raise the overall level of academic achievement in Abbeville County.

Technology Dimension 2: Professional Capacity

Goal: Abbeville County School District will expand the professional development program to assist in integrating technology systems in the curriculum.

Technology Dimension 3: Instructional Capacity

Goal: Abbeville County School District will use current and emerging technologies to improve the instructional capacity of teachers and facilities toward enhancing students' academic achievement.

Technology Dimension 4: Community Connections

Goal: Abbeville County School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Technology Dimension 5: Support Capacity

Goal: Abbeville County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

The process for achieving these goals is detailed in the text of this document with regards to specific strategies, actions, funding considerations, evaluation, and best practices for technology use in the Abbeville County School District.

Section IV. District Needs Assessment

Background and Methodology:

There are several methods used by the Abbeville County School District to asses technology needs. District and school technology leaders meet periodically to plan and conduct these assessments.

Physical infrastructure needs such as cabling and electrical service improvements are determined by physical inspections, integrity tests, and user feedback. Service addition decisions are influenced by student and teacher populations, administrative decisions and instructional initiatives.

District asset tracking information is used to determine the age of computers, servers, and network gear across the district. The oldest equipment is replaced first in annual upgrade cycles. In addition, schools set instructional goals that necessitate additional technology implementations. Typically, funding for school level initiatives comes from Title and SIC grants formulated by teachers and administrators as school level technology efforts.

Annual teacher technology surveys are conducted in the spring of each school year to determine the professional development needs of the teachers with regards to technology initiatives and teacher technology proficiency. Portions of these surveys are used to evaluate the effectiveness of the Technology Department with regards to support services and technology systems reliability and dependability. Sample survey results are included in the appendixes of this document.

Student and parent technology surveys are conducted periodically to gain feedback about student and parent perceptions of technology in the district. This information is used to guide technology efforts in areas and grade levels where needs have been identified.

Section V. District Vision and Mission Statement

The mission of the Abbeville County School District is to develop proficient, creative, self-motivated students by providing quality educational opportunities in a safe, nurturing environment, which supports innovations and lifelong learning.

Section VI.

Plans for the Five Individual Technology Dimensions

Technology Dimension 1: Learners and Their Environment

A. Snapshot of Current Technology Use

The majority of technology courses presently offered to middle and high school students in the district are primarily applications courses for business education. At the elementary level it is limited even more so to instructional software coursework in a lab setting. Eighth graders are required to meet the NCLB technology literacy requirement through assessment and electronic portfolio.

B. Overall Goal

Abbeville County School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of eighth grade and to raise the overall level of academic achievement in Abbeville County.

C. Objectives, Strategies, and Action List to Reach Goal

- 1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement
- 1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.
- 1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of eighth grade.
- 1.4 Abbeville County School District will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.

D. Implementation Action Steps

- 1.1.a) Provide access for students and teachers to appropriate technology resources to facilitate the implementation of effective communication and collaboration skills using technology in the core content areas
- 1.1.b) Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
- 1.1.c) Provide outlets for students to demonstrate skills to specific audiences
- 1.2.a) Create guidelines that specify grade-level-appropriate technology competencies using the ISTE NET-S
- 1.2.b) Create "best practices" documentation for successful integrations of technologies, including assistive technologies, into learning activities aligned with the state standards
- 1.3.a) Provide students including those with special needs with a variety of technology solutions including software and hardware
- 1.3.b) Measure student technology proficiency and assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities through annual surveys
- 1.3.c) Use state guidelines for assessing student technology proficiency upon the completion of grades 8
- 1.4.a) Conduct annual surveys of stake holders to measure technology needs and increased equitable access of technology tools
- 1.4.b) Develop strategies to ensure that school improvement plans address the use or technology, including assistive technology
- 1.4.c) Purchase additional classroom and library computers for student use

E. Funding Considerations

Funding for this goal does not require considerable increases with the exception of 1.3.a and 1.4.c which call for the purchase of software and hardware technology solutions. Funds for additional software and hardware will come from a variety of sources, including Title I, EIA, E2T2, technology Initiatives, and the local general fund allocation for technology.

F. Evaluation of Objectives

The objectives for this goal will be evaluated within the framework of regular classroom assessment as well as the State Developed Technology Proficiency Assessments including ePortfolio.

G. Current Best Practices

Technology initiatives are ongoing in the Abbeville County School District with pockets of progress across the district spanning all grade levels.

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use

Technology courses are offered to teachers through the regular professional development calendar with specialized training offered during regular school days throughout the school year as needed. Training in the use of existing and new instructional technology is handled primarily by schools, but some efforts are driven by district level adoptions. Specialty and "niche" technology training is provided on a case by case basis by the technology department and/or technology vendors depending on the complexity of the technology and level of training required.

B. Overall Goal

Abbeville County School District will expand the professional development program to assist in integrating technology systems in the curriculum.

C. Objectives, Strategies, and Action List to Reach Goal

- 2.1 Provide necessary training opportunities (traditional setting and on-line) to teachers to facilitate the implementation of effective communication and collaboration skills instruction using technology in the core content areas.
- 2.2 Establish staff mentors with technology proficiency backgrounds available to assist staff with integrating technology into the curriculum.
- 2.3 Provide active and ongoing feedback to teachers regarding professional development opportunities.
- 2.4 The district will update the curriculum to reflect the integration of technology standards in the curriculum.

D. Implementation Action Steps

- 2.1.a) Staff Development, workshops, In-service training will be provided.
- 2.1.b) Implement programs to encourage teachers to use teachers in other schools as a resource for ideas, lesson plans, and support related to technology integration.
- 2.1.c) Seek and pursue collaborative technology grant opportunities between schools and with other districts
- 2.2.a) Assign a mentor for each school to offer training, implementation, and support for integrating technology into the curriculum.
- 2.2.b) Design staff development opportunities that support the integration of a variety of technologies, including assistive technologies, into learning activities aligned with the state standards
- 2.3.a) Present survey results to teachers and staff at faculty meetings
- 2.3 b) Conduct tabletop discussions with teachers to determine further professional development needs
- 2.3.c) Implement eportfolio technology proficiency assessment for teachers and administrators using the SDE provided application through eschoolware
- 2.4) Provide staff development opportunities for teachers to align the use of existing technologies to the district curriculum used in the classroom.

E. Funding Considerations

Funding for professional development opportunities is available through E2T2 grants and existing instructional and school improvement funds. The e-portfolio project has been funded in part by the SDE.

F. Evaluation of Objectives

Annual surveys, post-session surveys, and tabletop discussions will be used to evaluate the effectiveness of professional development. Further, e-portfolios will be used to determine teacher technology proficiency.

G. Current Best Practices

Annual teacher and staff surveys are conducted by technology leaders for the purposes of technology planning, proficiency assessment, and best practices identification.

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use

Abbeville County School District has utilizes instructional technologies to increase student achievement. Schools are equipped with mounted LCD projectors, interactive white boards, portable instructional tablets, remote response systems laptops, visual presenters, network multi-function printers, digital cameras, and other subject specific technologies. Instructional labs are available at all schools. All schools are equipped with wired and wireless LAN connectivity and Ethernet connections to the district WAN and the Internet. Abbeville County School District takes advantage of online learning systems and off-line applications.

B. Overall Goal

Abbeville County School District will use current and emerging technologies to improve the instructional capacity of teachers and facilities toward enhancing students' academic achievement.

C. Objectives, Strategies, and Action List to Reach Goal

- 3.1 Abbeville County School District will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.
- 3.2 Abbeville County School District will provide students with access to current and emerging technology resources.
- 3.3 Abbeville County School District will provide a variety of systems and software for teaching and learning.

D. Implementation Action Steps

- 3.1.a) Conduct annual surveys to determine instructional needs of all teachers, instructional strategies utilized, and the availability of appropriate learning environments as related to technology
- 3.1.b) Conduct technology planning meetings to address survey data, determine instructional needs of all teachers, address curricular design, instructional strategies, and appropriate learning environments as related to technology
- 3.1.c) Conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- 3.1.d) Provide part-time assistive technology specialist to inventory existing assistive technologies, conduct needs assessments and coordinate implementation of necessary assistive technologies
- 3.2.a) Form an adoption committee to evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- 3.2.b) Create and/or implement methods of gauging student technology proficiency such as eportfolios
- 3.3.a) Form partnerships between schools and with other districts to pursue grant opportunities designed to improve technology implementation in classroom instruction.
- 3.3.b) Investigate and encourage instructional methods that increase efficiency and maximize use of existing technology related tools and resources
- 3.3.c) Catalog existing technology resources and best practices for technology integrated instruction and make these available to teachers through existing or new channels

E. Funding Considerations

This goal seeks to maximize use of existing investments as much as possible and seek unique funding opportunities such as collaborative grants to implement new and emerging technologies. Funding for part-time assistive technology specialist will come from Special Services department.

F. Evaluation of Objectives

The objectives for this goal will be evaluated through teacher and student surveys and portfolios, reports from assistive technology specialists, and informal discussions with technology leaders.

G. Current Best Practices

Annual technology surveys have been implemented and the survey data is currently used to facilitate the technology planning process. Innovative instructional approaches are encouraged and rewarded with additional technology resources when possible.

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use

The district communicates using the district website as well as school and teacher websites. Information literacy and continuing education opportunities are provided for teachers, parents and the community at the Abbeville County Adult Education Center. Presentations are made at state and local conferences, such as SC Ed Tech, to highlight the use of technology in Abbeville County Schools. Technical assistance and use of district technology assets is provided to community agencies as needed. District technologies are showcased during school events such as open house, family nights and science/technology fairs.

B. Overall Goal

Abbeville County School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

C. Objectives, Strategies, and Action List to Reach Goal

- 4.1 Increase communication with Abbeville County citizens and stakeholders through the use of innovative technology applications
- 4.2 Increase public awareness of district technology successes
- 4.3 Establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes

D. Implementation Action Steps

- 4.1.a) Implement additional web applications to make more data available to parents and the community.
- 4.1.b) Implement Web 2.0 applications such as RSS feeds, podcasts, and blogs.
- 4.2.a) Promote district technology successes at local meetings and conferences
- 4.2.b) Develop a program to publicly recognize exemplary technology teachers and students
- 4.3.a) Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement

E. Funding Considerations

Funding for additional software will come from State and local funds where applicable and from grants when available. Promotions can be handled through existing public relations channels. Funds for conferences and meetings will come from State and Federal grants when available.

F. Evaluation of Objectives

Evaluation of these objectives will be done through checklists and rubrics established for that purpose. A file of published articles and reports will be kept to document achievements.

G. Current Best Practices

There are regular updates to the district website and many teachers report that they communicate with parents via email. There have been innovative student technology programs such as Tech Cadets and School-to-Work initiatives. The district public relations liaison has promoted various technology efforts.

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use

Reliable technology systems and services are provided to the employees and students of Abbeville County School District. Traffic shaping devices and intrusion detection systems are in place to monitor network traffic and insure efficiency. Equipment is upgraded as necessary and according to end-of-life rotation schedule. Maintenance contracts are in place for mission critical systems and services.

B. Overall Goal

Abbeville County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

C. Objectives, Strategies, and Action List to Reach Goal

- 5.1 Update, maintain, and expand technology systems and services
- 5.2 Upgrade equipment according to end-of-life rotation schedule
- 5.3 Update policies and procedures for technology systems and services
- 5.4 Implement redundant systems and comprehensive disaster recovery plan

D. Implementation Action Steps

- 5.1.a) Compile standards documentation for computers, peripherals, network components, servers, etc.
- 5.1.b) Compile documentation of wired and wireless LAN designs for all schools and district office
- 5.1.c) Monitor network activity and apply bandwidth utilization strategies
- 5.1.d) Compile documentation of voice communications systems, including lines per site, extension lists, etc. and conduct quarterly cost analysis to insure the most efficient use of communications funds
- 5.1.e) Update work order request system for improved technology support and accounting
- 5.1.f) Provide qualified technicians for general technology support to schools
- 5.1.g) Provide qualified SIS coordinator to insure data accuracy for State reporting
- 5.1.h) Provide qualified network manager and network engineer
- 5.1.i) Provide support for media delivery systems and services
- 5.2.a) Update centrally managed database of all technology related assets in the district
- 5.2.b) Conduct annual needs assessments
- 5.2.c) Research technologies to exploit educational uses for aging equipment
- 5.2.d) Purchase replacement equipment, maintain infrastructure and upgrade to standards as needed
- 5.3.a) Update board policies relative to technology/revise acceptable use policy as needed
- 5.4.b) Compile procedures manual(s) for technology related projects and systems management
- 5.4.a) Identify areas of vulnerability with regards to network security, data integrity, system restoration, vandalism, natural disasters etc.
- 5.4.b) Monitor server health, backup processes and security systems, updating as needed
- 5.4.c) Obtain services of network security engineer to assist with vulnerability assessments as needed
- 5.4.d) Provide adequate electrical service and battery backup for all mission critical systems
- 5.4.e) Provide environmental monitoring and control systems for data centers and network closets
- 5.5.f) Provide gas powered electrical generation system for main data center

E. Funding Considerations

Technology projects will be coordinated with schools to insure efficient use of funds and to maximize return on technology investments. E-rate applications will be filed for eligible services. Local technology funds will be used to pay for non-E-rate discounted services. State technology funds and grants will be utilized as much as possible.

F. Evaluation of Objectives

Documentation will be reviewed and updated by technology leaders at intervals throughout each school year. Reports from battery backup systems and environmental monitoring devices will be compiled and disseminated to appropriate individuals. Reports from intrusion detection and traffic monitoring systems will be compiled and disseminated to appropriate individuals. Technology leaders will maintain documentation notebooks and use checklists where applicable.

G. Current Best Practices

Documentation of systems and services is ongoing and an asset database exists. Some disaster recovery measures have been implemented with regards to backups and UPS. Qualified staff are employed in the technology department. Intrusion detection and network monitoring devices are in use.

Technology Expenditure Acc	counts				
Account Number	Description	Budgeted 2009	Adjusted 2009	Requested 2010	Change
100-266-545-0000-01	Equipment	41,638		55,000	13,362
100-266-545-0001-01	Equipment	6,782		25,000	18,218
100-266-410-0000-01	Supply	52,391		55,000	2,609
100-266-332-0000-01	Travel	2,292		2,500	208
100-266-690-0000-01	Other	3,088		3,500	412
100-266-345-0000-01	Pur Ser	26,754		25,000	-1,754
		\$132,945		\$166,000	33,055

Account Number	Description	Budgeted 2009	Adjusted 2009	Requested 2010	Change
100-254-340-0000-01	DO/ Admin	40,000		46,700	6,700
100-254.340-0000-08	AHS	5,500		5,500	0
100-254-340-0000-06	DHES	4,000		4,000	0
100-254-340-0000-09	LCES	4,000		4,000	0
100-254-340-0000-12	WRMS	5,500		5,500	0
100-254-340-0000-04	CTES	4,000		4,000	0
100-254-340-0000-10	WWES	4,000		4,000	0
100-254-340-0000-03	DXHS	5,000		5,000	0
100-254-340-0000-14	JCCE	5,130		4,500	-630
100-254-340-0000-16	AVCC	2,500		2,500	0
		\$79,630.00		\$85,700.00	6,070

Section VIII. Appendixes

Teacher Technology Survey and Results (10 pages) Acceptable Use Policy (7 pages)

1. General Information



```
    jn 1-5 years
    jn 6-15 years
    jn 16-25 years
    jn 25+ years
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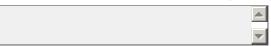
* 2. Select years experience in education.

```
    jn 1-5 years
    jn 6-15 years
    jn 16-25 years
    jn 25+ years
```

* 3. What is your current role?

```
jn Teacher
jn Administrator
jn Other
```

4. Areas of certification (optional).



2. Support and Services

• •	
* 1. Which of the following best describes the quality of service District users with regards to Internet, email, and program describes the program describes the quality of services.	
j _n Good	
jn Acceptable	
jn Needs improvement	
jn No opinion	
If "Needs improvement" selected, enter suggestion(s).	
* 2. Which of the following best describes the level of support production District users for routine work order requests?	provided to
jn Good	
jn Acceptable	
jn Needs improvement	
j_{\cap} No opinion	
If "Needs improvement" selected, enter suggestion(s).	
* 3. What is your perception about the communication between Department personnel and District users?	n Technology
in Good	
j∩ Acceptable	
in Needs improvement	
jn No opinion	
If "Needs improvement" selected, enter suggestion(s).	
4. (Optional) Communicate any additional concerns or commetechnology in our District not covered in the above questions suggestions over complaints).	

\sim	Instructional	Taabaal	000
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* 1. Sort the following based on which technologies you believe HAVE HAD the most impact on instruction?

	More Effective							Less Effective
Computer labs	j n	j n	ja	j ta	ja	j n	ja	ja
Classroom computers	j m	j m	J n	j n	j n	j m	j m	J m
Mounted LCD projectors	j n	j to	j o	j n	ja	jn	ja	ja
SmartBoards	j m	j m	j n	j tn	jn	Jn	jn	j n
Elmos	j m	j m	j to	ja	ja	j m	ja	j o
Internet	j m	j m	j n	j tn	jn	Jn	jn	j n
Laptops	j m	j m	j to	ja	ja	j m	ja	j o
Other	j m	j m	j m	j n	j m	j m	j n	j n
Other:								

* 2. Sort the following based on which technologies you believe WILL HAVE the most impact on instruction in the future?

	More Effective						Less Effective
Student	j m	ţa	ţa	j ro	j ro	ta	to
laptops/netbooks	,	3	,	3	3	,	,
Blogs/social networking	j n	<u>J</u> m	j m	j m	m	m	j n
services	,	,	,	3	3	,	,
Multi-media	j m	ļn	ja	'n	m	to	jm
programs/courses	J	J · ·	J	J	J	J	J
More and newer	m	fn	j to	j n	j n	h	In
computers	J. 1	J . 1	J. 1	J. 1	J . 1	J.,	J. i
Classroom polling	j a	ţa	ţa	ko	ja	h	j o
systems) 51) = 1	J 51)).1	J 51	7 %
SmartBoards, Elmos,	m	j tn	j tn	j n	j n	<u>ļ</u> n	<u>J</u> m
projectors	J: i	J	J:1	Jii	J:	Jii	J:1
Other	j m	j n	j a	j m	j m	j to	j o
Other:							

3. What suggestions do you have that could improve the use of technology in your classroom/school? (answer not required)

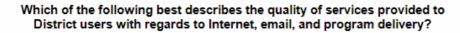
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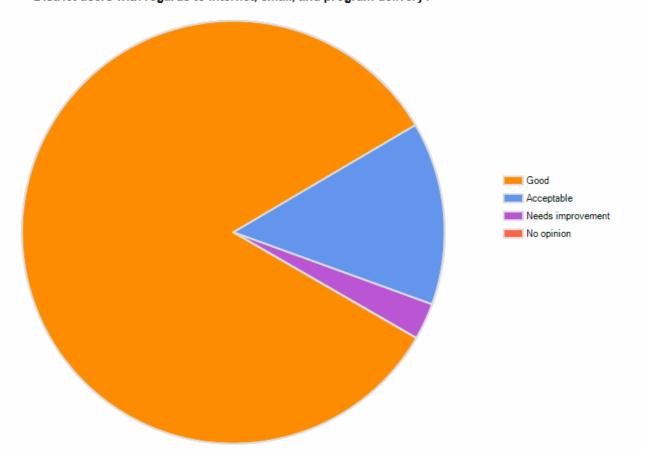
4. Professional Services * 1. What are your thoughts regarding teacher technology training and technology proficiency assessment opportunities in our District? †∩ Too many ├∩ Adequate Mot enough no opinion 2. What additional technology training and/or proficiency assessment opportunites would you like to see implemented? (please list in order of importance...answers not required) * 3. How important is it to you to have a District provided grade book program? ∀ery important in Somewhat important Not very important no opinion * 4. How important is it for you to have a way to maintain a teacher web presence for parents to access information related to your students? ∀ery important

not very important

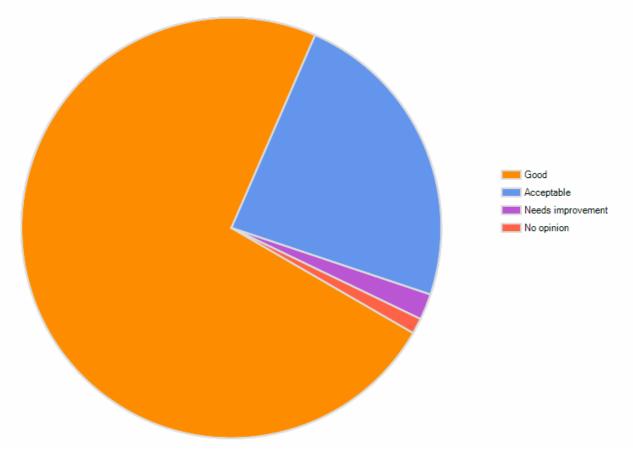
No opinion

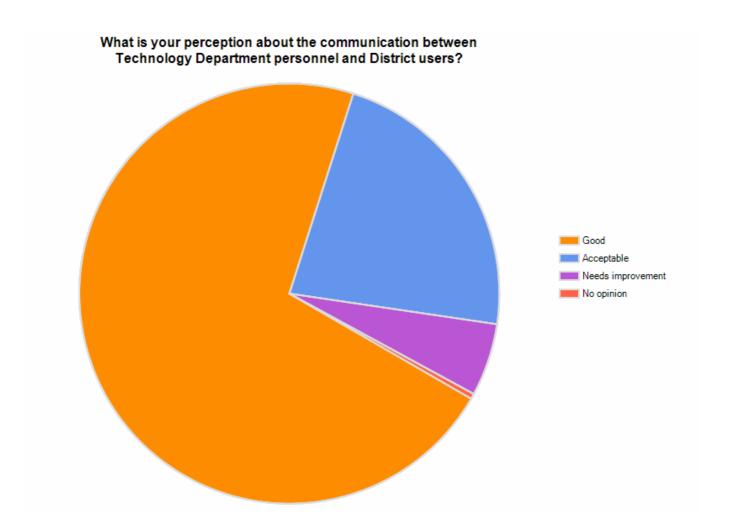
* 5. How would web-based professional development opportunites affect your willingness to participate in them?
j₁ No difference
jn More likely to participate
jn Less likely to participate
j₁ No opinion





Which of the following best describes the level of support provided to District users for routine work order requests?

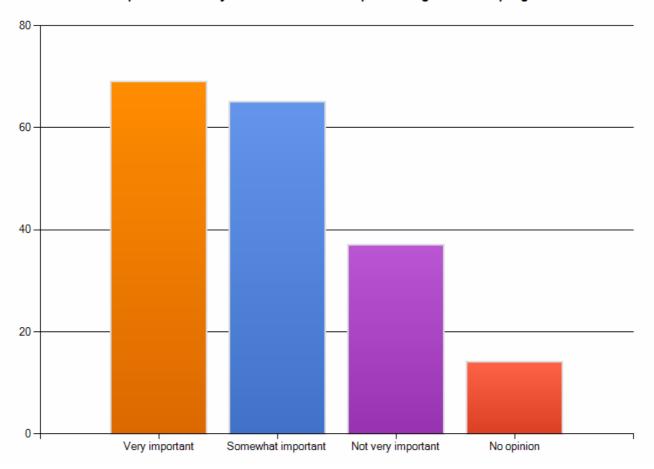




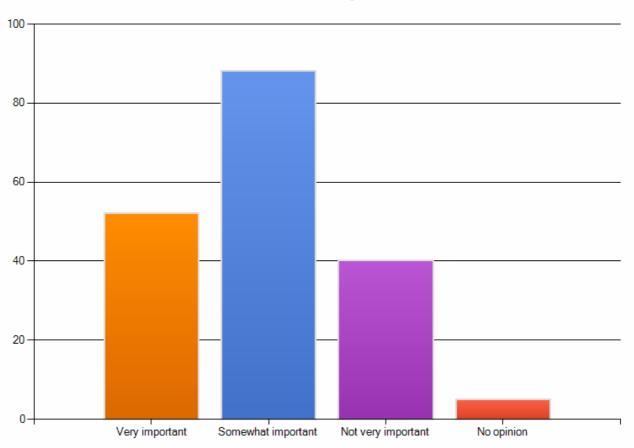
	More Effective							Less Effective	Rating
Computer labs	24.1% (45)	11.2% (21)	11.8% (22)	13.4% (25)	17.1% (32)	9.6% (18)	7.5% (14)	5.3% (10)	3.7
Classroom computers	10.2% (19)	19.3% (36)	13.4% (25)	18.7% (35)	18.2% (34)	12.8% (24)	6.4% (12)	1.1% (2)	3.8
Mounted LCD projectors	12.8% (24)	24.1% (45)	23.5% (44)	15.0% (28)	9.1% (17)	10.2% (19)	4.8% (9)	0.5% (1)	3.3
SmartBoards	20.3% (38)	19.3% (36)	14.4% (27)	14.4% (27)	10.7% (20)	11.8% (22)	7.5% (14)	1.6% (3)	3.4
Elmos	11.2% (21)	11.8% (22)	15.0% (28)	8.6% (16)	16.6% (31)	17.6% (33)	15.5% (29)	3.7% (7)	4.4
Internet	15.5% (29)	11.8% (22)	13.4% (25)	20.3% (38)	18.2% (34)	16.0% (30)	4.8% (9)	0.0% (0)	3.8
Laptops	4.8% (9)	2.7% (5)	7.5% (14)	9.6% (18)	8.6% (16)	18.2% (34)	42.2% (79)	6.4% (12)	5.7
Other	1.1% (2)	0.0%	1.1%	0.0%	1.6%	3.7% (7)	11.2% (21)	81.3% (152)	7.6
									Othe
								answered	questio:

Effective						Less Effective	Rating Average	Resp
20.3% (38)	16.6% (31)	19.3% (36)	21.4% (40)	11.8% (22)	7.5% (14)	3.2% (6)	3.23	
1.1% (2)	7.0% (13)	5.9% (11)	15.5% (29)	24.1% (45)	35.8% (67)	10.7% (20)	5.05	
5.3% (10)	17.6% (33)	28.3% (53)	26.7% (50)	17.1% (32)	3.7% (7)	1.1% (2)	3.48	
18.2% (34)	33.2% (62)	24.1% (45)	12.3% (23)	10.2% (19)	2.1% (4)	0.0% (0)	2.70	
2.1% (4)	5.9% (11)	8.6% (16)	11.2% (21)	28.3% (53)	39.6% (74)	4.3% (8)	4.94	
52.4% (98)	18.7% (35)	12.8% (24)	7.5% (14)	3.7% (7)	4.3% (8)	0.5% (1)	2.06	
0.5% (1)	1.1% (2)	1.1%	5.3% (10)	4.8% (9)	7.0% (13)	80.2% (150)	6.55	
							Other:	
	20.3% (38) 5 1.1% (2) 5.3% (10) 18.2% (34) 5 2.1% (4) 52.4% (98)	20.3% 16.6% (38) (31) 3 1.1% (2) 7.0% (13) 5 5.3% 17.6% (10) (33) 6 18.2% (34) (62) 6 2.1% (4) 5.9% (11) 5 52.4% 18.7% (96) (35)	20.3%	20.3% 16.6% 19.3% 21.4% (40) 3 1.1% (2) 7.0% 5.9% 15.5% (13) (11) (29) 3 5.3% 17.6% 28.3% 26.7% (50) 3 18.2% 33.2% 24.1% 12.3% (34) (62) (45) (23) 3 2.1% (4) 5.9% 8.6% 11.2% (11) (16) (21) 3 52.4% 18.7% 12.8% 7.5% (98) (35) (24) (14)	20.3%	20.3% 16.6% 19.3% 21.4% 11.8% 7.5% (38) (31) (36) (40) (22) (14) (14) (25) (14) (27) (14) (27) (14) (28) (27)	20.3% (38) (31) (36) (40) (22) (14) 3.2% (6) (40) (22) (14) 3.2% (6) (40) (22) (14) 3.2% (6) (6) (40) (22) (14) 3.2% (6) (6) (6) (6) (6) (6) (6) (6) (6) (6)	20.3% (38) (31) (36) (40) (22) (14) 3.2% (6) 3.23 (38) (31) (36) (40) (22) (14) 3.2% (6) 3.23 (38) (31) (36) (40) (22) (14) 35.8% (10.7% (20) 5.05 (45) (67) (20) 5.05 (32) (7) 1.1% (2) 3.48 (33) (53) (53) (50) (32) (7) 1.1% (2) 3.48 (34) (62) (45) (23) (19) (4) 0.0% (0) 2.70 (32) (33) (53) (54) (21) (53) (74) 4.3% (8) 4.94 (52) (35) (24) (10) (16) (21) (53) (74) (8) 0.5% (1) 2.06 (98) (35) (24) (11) (16) (21) (53) (7) (13) (150) 6.55 (150) (22) (10) (9) (13) (150)

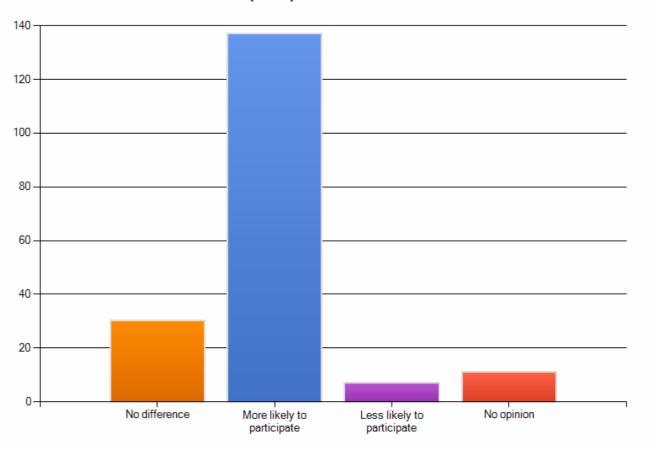
How important is it to you to have a District provided grade book program?



How important is it for you to have a way to maintain a teacher web presence for parents to access information related to your students?







Abbeville County School District

Technology Systems Acceptable Use Policy

Purpose

The purpose of technology systems access, including computer, handheld, network, Internet access, email access, telecommunications, and media retrieval in the Abbeville County School District is to promote educational excellence. Access to technology systems supports the School District's mission by providing opportunities for communication, research, collaboration, professional development, and the sharing of successful programs, practices and materials.

Users

These guidelines and conditions of use apply to all students, employees, contractors, board members, parents, guests, or anyone else with access to any technology resources owned and operated by the Abbeville County School District. The use of Abbeville County School District technology systems is a privilege, not a right, thus all users must submit a signed Acceptable Use Policy to gain access. Individuals who gain access to technology systems without a signed Acceptable Use Policy may not claim ignorance of the policy as an excuse for violating the stated conditions and guidelines.

Responsibilities & Acceptable Use

As members of a networked community, users have specific responsibilities with regard to the efficient, ethical and legal utilization of computer devices and networked and Internet resources and must strictly adhere to the following guidelines and conditions of use.

Security

Security on any technology system is a high priority.

- Users are responsible for the proper use of accounts issued to them, such as email, Internet or access to software, and must not provide or display their passwords and login information to anyone, nor leave an application open when unattended.
- Users should change their passwords regularly and make efforts to use passwords that are unique and not easily guessed.
- Users are responsible for all activity under their account.
- Attempts to compromise the security, integrity, or functionality of the system, or possession of tools, while on school or district property, designed to do so, is a violation of this policy. This includes, but is not limited to:
 - o intentional uploading or creation of computer viruses
 - o deletion or alteration of other user files or applications
 - o removing protection to gain access to restricted areas
 - unauthorized blocking of access to information, applications, or areas of the network

- Downloading, printing or uploading files to a computer, the server or any electronic devices by student users must be approved by a teacher and must be related to school work.
- It is a federal offense to break into any security system. Financial and legal consequences of such actions are the responsibility of the user.
- If you feel you have identified a security problem on the network, notify a network system administrator. Do not demonstrate the problem to other users.
- Any user identified as a security risk may be subject to severe restriction of, or cancellation of, privileges.
- It is a violation of this policy to introduce or attach any software or hardware to technology used in the Abbeville County School District, which is not owned by the Abbeville County School District or specifically authorized by the system administrator at the school or district level.
- No modification to any hardware or software owned or managed by Abbeville County School District may be made without specific authorization by the system administrator at the school or district level.

System Resources

System resources are limited and are intended to support the educational objectives of the Abbeville County School District.

- The use of technology systems must be consistent with, and support, educational objectives. Therefore, activity on the network, such as Internet sites accessed, communications via email, listservs, forums or chat rooms must support the District's instructional goals.
- File storage capacity is limited. Users should regularly review and delete unnecessary files, email messages, and voicemail messages.
- Users should make a conscientious effort to conserve district resources. Use of high bandwidth resources, such as video-conferencing, online music, or streaming video must be related to educational goals and authorized by the system administrator at the school or district level.
- Users are responsible for backing-up copies of documents that are important to their jobs. The District will not be responsible for loss of data.
- Using email to send chain letters, advertisements, personal and/or political notices, or engaging in "spamming" (sending an annoying or unnecessary message to large numbers of people) is in violation of this policy.

Property

All technology systems and assets purchased with state, local, federal and/or grant funds by any individual employed by Abbeville County School District belong to Abbeville County School District. These assets include but are not limited to the following:

- Hardware: Desktops, laptops, printers, projectors, cameras, scanners, etc. (any modifications, upgrades, or repairs at the users expense does not negate district ownership).
- Software: Applications, games, documents, web pages, tools, etc., purchased or developed using district resources are also applicable.

Items purchased through teacher/cooperative grants will remain at the school for which the grant was originally intended regardless of the current employment status of the grant writer(s).

Privacy

Communications, including voicemail messages, email, attached documents and images are not private. In theory, all records (except those specifically excluded by law), whether in electronic or hardcopy form, are subject to the Freedom of Information Act and open to public inspection.

- Abbeville County School District reserves the right for system administrators to examine, restrict, or remove any material that is on or passes through its technology systems.
- Users are asked to use judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.
- Users may not reveal home addresses, personal e-mail addresses or personal phone numbers of colleagues or students.

Internet

The Internet provides access to schools, people and informational sites all over the world. The educational potential is limitless, however, users must understand that neither the Abbeville County School District nor any Abbeville County School District employee controls the content of the information available on the systems. The school district does not condone the use of controversial or offensive materials and cannot be held responsible for such use. The Abbeville County School District is in compliance with the Children's Internet Protection Act (CIPA). Filtering services are in use on all computers accessing the Internet via the district network.

- Users are expected to take individual responsibility for their appropriate use of the Internet.
- Student use of the Internet must be supervised. Adults must be aware that filtering does not guarantee that students will not access inappropriate sites.
- All communications must be polite and use appropriate language. Swearing and vulgar language are considered inappropriate and are a violation of this agreement.
- Messages relating to, or in support of, illegal activities may be reported to local law enforcement authorities.
- Employees and students, under the direction of a teacher, may publish materials
 on the Internet on district-approved sites that support the school district's
 mission and are relevant to school-related activities. In publishing information on

the Internet, users must adhere to all previously stated conditions and guidelines as well as the following:

- An Internet web page may include pictures of students or items of student work, identified by first name only, if parental permission is obtained.
- o No web page will be linked to a personal web address on another server.
- Copyright laws must be honored. Permission to copy or use materials must be obtained from the copyright owner and must be cited. The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials.
- The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district systems is prohibited.

Some examples of unacceptable use of district systems include:

- Conducting commercial activities, product advertisement, political lobbying, or unethical/illegal solicitation.
- Supporting illegal activities, such as the illegal sale or use of drugs or alcohol, criminal gang activity or threats, intimidation or harassment of any other person or for any activity prohibited by district policy.
- Accessing, distributing or selling files or web sites that contain pornographic or obscene pictures, videos, stories, or other material; or exposing others to such material.
- Purchasing goods or services, without authorization, that requires you to submit a credit card number, or obligates the school or district to another party. The School District will not be held responsible for any financial obligations for goods or services purchased over the Internet or via telephone conversation without appropriate authorization.
- Responding to any messages, files, Web sites that solicit personal information about you or someone else, or requesting a personal contact with you or another user.

Consequences

Violation of any of the conditions of this acceptable use policy may be cause for disciplinary action, which may include the suspension of accounts for investigation, revocation of system privileges, termination of contract or employment, or suspension from school. Inappropriate conduct or misuse of Abbeville County technology systems may be subject to restitution for costs associated with hardware, software, and system restoration.

Warranty

The Abbeville County School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Abbeville County School District will not be responsible for any damages you suffer. This includes loss of data resulting

from delays, non-deliveries, misdirected deliveries, or service interruptions caused by system upgrade or repair, its own negligence, or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Abbeville County School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

The guidelines and conditions outlined in this policy in no way limit the school district's prerogative to manage its technology systems as it sees fit, or restrict its authority to take any actions it deems necessary to adequately supervise, protect, and, if necessary, discipline its users. The district reserves the right to revise this policy at any time, and all revisions will take effect immediately as per district governance.

Abbeville County School District Technology Systems Acceptable Use Policy

Adult Agreement Form

The signatures in this agreement indicate the parties who have signed have read the terms and conditions of carefully and understand their significance.

I have read and understand the Abbeville County School District Technology Systems Acceptable Use Policy. I am aware that district technology, including the Internet and network access, is designed for educational purposes. However, I also recognize it is impossible for the Abbeville County School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I further understand that the provisions of this policy are subordinate to local, state and federal statutes any violations are unethical and may constitute a criminal offense. Should I commit a violation my access privileges may be revoked and I may be subject to other disciplinary actions prescribed by law or other school policies.

Signature	Position	Building (if applicable)	Date

Abbeville County School District Technology Systems Acceptable Use Policy

Student Agreement Form

I have read and understand, and will have my child abide by the Abbeville County School District Technology Systems Acceptable Use Policy. I am aware that district technology, including the Internet and network access, is designed for educational purposes. I recognize that it is impossible for the Abbeville County School District to restrict access to all controversial materials, and I will not hold the District responsible for materials accessed on the network. I further understand that the provisions of this policy are subordinate to local, state and federal statutes, and violations are unethical and may constitute a criminal offense. Should my child commit a violation his or her access privileges may be revoked, and he or she may be subject to other disciplinary actions prescribed by school policies or the law.